FACILITATOR TRAINING MATERIALS

▼

▼

FACILITATOR TRAINING MATERIALS
September 25, 2001

PRODUCT CODE
19010006

▼

NCTI, Inc.
P.O. Box 60905
Phoenix, Arizona 85082-0905
(800) 622-1644
Web site: www.ncti.org
e-mail: info@ncti.org

"If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be, he will become what he ought to be and could be."

— JOHANN VON GOETHE

Company Story

The process of change is complicated. Yet, through a powerful method that is based on established curricula and delivered by skilled trainers using group dynamics, change can be set into motion. By applying specific delivery techniques to emphasize the principles of the curriculum, participants gain insight into the differences between values and behaviors in order to cultivate an intrinsic desire to change.

This is the NCTI difference. NCTI develops change agents, guiding individuals through the difficult process of change. A recognized leader in the field of changing human behavior, NCTI provides consulting, training, curriculum development and skill-building workshops for correctional, educational, industrial and community clients throughout the country.

NCTI began work in the criminal justice system in 1981, developing techniques to foster behavior change in offenders. These techniques grew into a unique philosophical approach now known as the "Eight Keys to Change." NCTI curriculum and delivery techniques have been designed using these eight keys. In the hands of skilled training professionals, these techniques have achieved impressive results and helped reduce recidivism rates. NCTI accomplishes this by instilling in offenders an intrinsic desire to change, by teaching them life-skills, by increasing self-confidence, by distinguishing a lifetime pattern of self-improvement and by advocating law-abiding behavior. Millions of individuals have participated in NCTI classes.
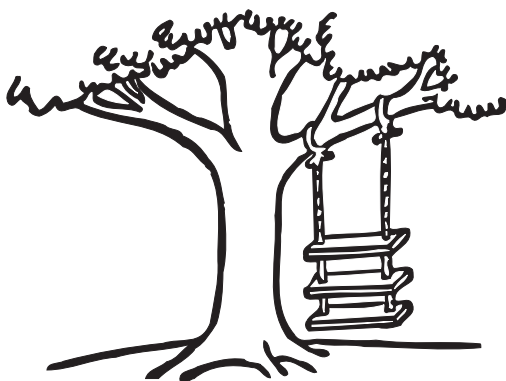
**As Teachers
Requested It**
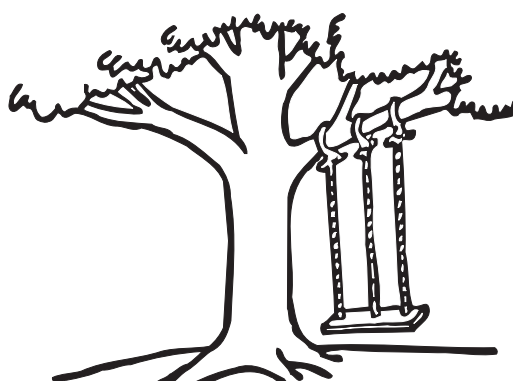
**As Coordinators
Ordered It**
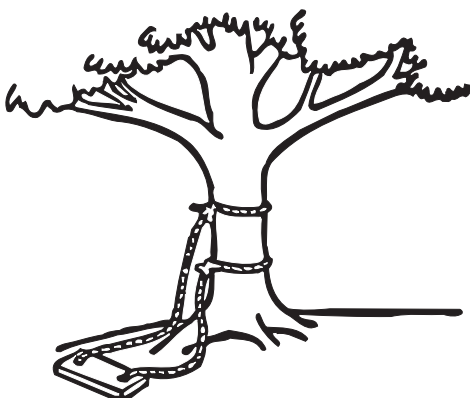
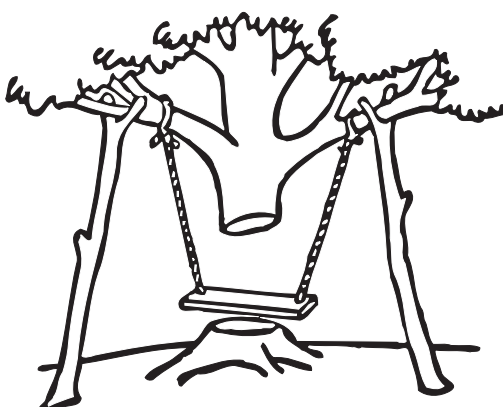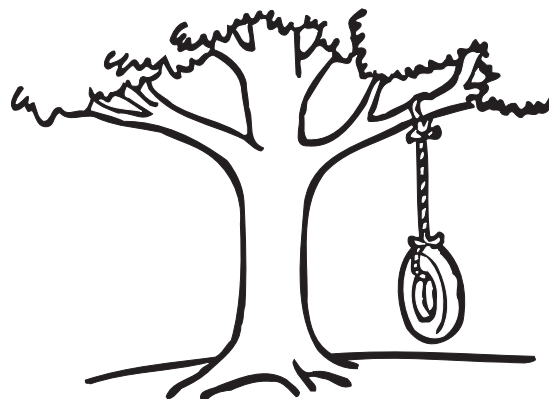**As Curriculum
Staff Wrote It**
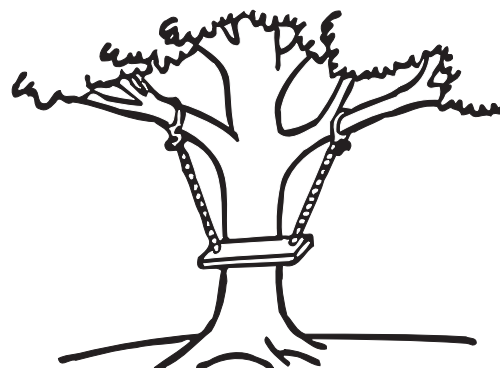
**As the Art Dept.
Designed It**

**As Teachers
Implemented It**

**What the
Student Wanted**

BEHAVIOR CHANGE

What Causes Change

1. Understand values and behavior

2. Receive appropriate instructions

3. Participate in the change process

4. Increase self-image

5. Attain skill

6. Build rapport

7. Acquire intrinsic desire

8. Understanding Temperament

The Eight Keys To Change

Freud held that "Change is the process of going from the small to the overwhelming." NCTI believes that even the smallest change can seem overwhelming without the proper support.

Changes in behavior are accomplished when individuals are allowed to experiment and apply the sound principles of change in a supportive environment. Behavioral changes are achieved when individuals "buy in" to a process that can be used for the rest of their lives. NCTI has developed the following eight keys to successful change:

1. Develop an individualized understanding of the relationship between values, attitudes and behaviors as they relate to the decision making process.

2. Initiate an intrinsic commitment to change.

3. Promote participation in a process that concentrates on each individual's need to build self-esteem as part of the change process.

4. Establish a supportive environment based on trust that allows for trial and error.

5. Employ group process techniques to ensure that each individual is actively involved in behavioral change.

6. Use a standardized curriculum that directs the learning process and ensures consistency in the acquisition of information.

7. Utilize a personality typing system to break down barriers and build self-esteem.

8. Focus on the practice and acquisition of skills so that each individual has the opportunity to bring about positive changes in behavior.

NCTI looks forward to empowering you to achieve the positive results these proven methods bring.

The Eight Keys To Change

1. VALUES, ATTITUDES & BEHAVIORS

One of the hardest things to understand is why people do the things they do. Our own actions seem perfectly logical to us; but often we lack the ability to see logic in another person's actions. We must first understand that people do the things they do as a result of many internal and external influencing factors. The most prevalent factors are their own personal values and attitudes.

NCTI's experience holds that most people do not realize the difference between values and attitudes and the impact they have on behavioral choices. To change behavior, therefore, people must begin to understand that negative behaviors are more often influenced by temporary attitude shifts rather than a change in values.

The Values Discrepancy Model (shown to the right) is the core of all of NCTI's programs. It diagrams the relationship between values, attitudes, and behaviors and illustrates the process that must be followed to alter behaviors. The chart is used to show how a discrepancy between values and behavior results in a dissonance that needs to be resolved. The resolution of this discrepancy is accomplished in one of two ways: (l) by deciding to lower one's values to match existing behaviors; or (2) by improving existing behavior to conform to personal values. This decision, and the commitment to align behavior with values, is the first key to successful and lasting behavior change.

2. INTRINSIC COMMITMENT TO CHANGE

Once individuals understand the relationship between negative behavior and personal values and realize they have the power to direct their own destiny, something exciting begins to happen. Complacency and denial are replaced with hope and desire. This realization comes from the understanding that if behavior is dictated by positive values rather than temporary negative attitudes, the outcome is usually positive and rewarding.

This understanding of cause and effect provides the foundation for all lasting change. People must enter into this process of personal development committed to the idea that they are in control, and they are the only ones who can increase their skills and abilities. The satisfaction that comes from this internal or intrinsic desire produces in people the desire to direct their own life in a constantly improving pattern.
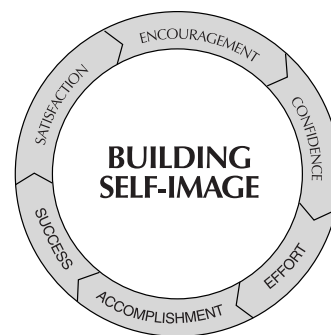
The Eight Keys To Change

3. PARTICIPATION IN BUILDING SELF-ESTEEM

NCTI's experience has shown a direct correlation between self-esteem and learning potential. They are, in fact, so closely related that any behavior change program that neglects the issue of self-esteem is destined to fail.

A number of factors contribute to the poor self-esteem that inhibits learning and obstructs the change process. NCTI's methodology includes six principles that counteract negative influences and help participants feel good about themselves. The following is a list of the techniques that enhance self-esteem:

• Build a supportive environment within the class and a support system inside the person. Participants are taught to support and encourage others. This neutralizes some of the negative information from environmental influences.

• Use exercises and activities that focus on the positive character traits of participants. Most people have very few opportunities to have others tell them of their positive traits.

• Help participants distinguish between themselves (as individuals) and their behavior. Just because a person "does" a behavior (like shoplift) does not necessarily mean the person "is" that behavior type (shoplifter).

• Teach participants how to forgive their past behavior and move forward in their lives. People are usually more willing to forgive others than themselves. Learning the skills to release the baggage and leave former behaviors in the past is essential to personal progress.

• Implant the vision that success at anything requires a good self-image.

• Use the process described in the Self-Image Wheel (shown at right) to build individual self-image in a sequential, organized way.

These techniques are woven into every topic and practiced at every session. Building self-esteem is a continuous, ongoing process that requires constant reinforcement.

The Eight Keys To Change

4. SUPPORTIVE ENVIRONMENT

Growth of any kind occurs only in a fertile environment that contains the necessary elements for growth. The nutrients necessary to foster human growth are acceptance, trust, support, respect of individuality, honesty, room for trial and error, open communication, and enthusiasm.

Within this carefully maintained setting, individuals are free to experiment with new ways of thinking and acting without the fear of reprisal. Ideas can be discussed, plans tested, theories investigated, and mountains moved in the safety of a supportive environment. The reward for trying new things in this atmosphere outweighs any fear of failure.

5. INTERACTIVE LEARNING PROCESS

How an idea is presented is often more important than the concept itself. An educational program's implementation techniques often determine its success or failure.

NCTI programs are presented in a group process format. This process has proven to be one of the most effective vehicles to change behavior. Instead of taking part as an observer with minimal participation, individuals are totally involved in the process. The entire program is conducted in an interactive format that includes carefully sequenced questions, pairing and small group discussions, role playing, brainstorming, simulation, reflection, and situation-based application of skills.

A facilitator orchestrates the group of participants and the curriculum. Unlike a teacher whose basic concern is the presentation of content, this process demands that the facilitator be more concerned with the interaction through which the concepts are delivered and received. The facilitator coordinates the interaction and guides participants to be supportive, to contribute their ideas and feelings, and to commit to change their behavior.

This learning process is dynamic in nature, changing to fit the specific needs of each group. It is a process that allows the facilitator to individualize the curriculum so that it is applicable for each participant. The process fosters the discovery and the practice of new skills as well as providing constant support and feedback from peers.

The Eight Keys To Change

6. CURRICULUM THAT DIRECTS THE PROCESS

There must be constancy amidst change, a well-defined path that is boldly carved through the forest of uncertainty called self-improvement. Those who begin the journey must be certain that many before them have walked along the same path, followed the same markings and made their way safely to their destination.

NCTI has developed such a path through the use of time-tested curriculum. More than three million individuals have participated in these programs since 1981. The curriculum follows a precise sequence that leads participants from a general level of discussion to a specific behavioral commitment. This is known as the Funnel Approach to Curriculum Design.

The general-to-specific movement of the curriculum accomplishes five important goals: (1) it enables individuals to see the process as relevant to themselves and their particular situation; (2) it adapts the process to the participant's own learning style by including lively, responsibility-oriented exercises that require full participation and involvement; (3) it expands personal comfort zones and expectations; (4) it internalizes information and practice skills; and (5) it enhances the opportunity for personal discovery.

The usual process to teach a concept using this approach is shown in the diagram to the right.

GENERAL

General Information

Relate Content to Individuals

Determine Why Concept is Important

Self-Assessment

Reach the Feeling Level

Skill-Acquisition Steps

Practice

Planning & Commitments

Application

Report Progress

SPECIFIC
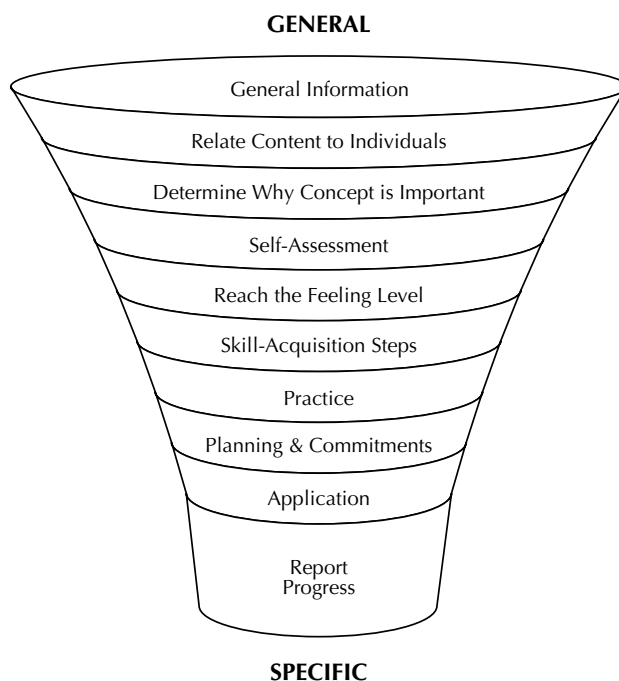
The Eight Keys To Change

7. MATRIXX SYSTEM®, A PERSONALITY INVENTORY

One of the fundamental items necessary for permanent change is an understanding of motives. It is important to understand why we do the things we do and why others do what they do.

NCTI's Matrixx System® is grounded in the personality theory of Carl Jung and validated in the research of Myers-Briggs and Keirsey-Bates. It combines experience-based research into an exciting approach that is extremely accurate, understandable and easy to apply in everyday life.

Matrixx System® quickly provides a common ground for communication between participants and facilitators. In a very short time, participants begin to understand their own personality styles. They then begin developing the skills of application that bring a greater understanding of others. This powerful system helps break down the barriers between individuals and stimulates group interaction.

Matrixx System® is an integral part of NCTI's wide assortment of criminal justice curricula and training programs. Even beyond helping participants overcome negative behavior, Matrixx System® provides understanding that, if applied, improves interpersonal relationships in all aspects of life.

8. FOCUS ON BEHAVIORAL SKILL ACQUISITION

Learning information cannot be mistaken for changing behavior. Learning involves the acquisition of knowledge and the ability to respond with that knowledge when prompted. True behavior change requires the acquisition and comprehension of new information, as well as new skills.

To behave differently, one must do things differently. When the focus is on "doing" rather than "knowing," success is more likely to be achieved. Some skills germane to this process are resisting negative peer pressure, setting goals, managing time, being in control, responding positively to criticism, openly communicating, effectively solving problems, and sharing concerns and feelings.

A key distinction between learning knowledge and learning a skill is that the former is acquired with memory, while the latter is mastered with practice. The skill acquisition process must be oriented toward finding answers to questions, applying developmental skills and practicing role-playing. An individual does not own a new behavior until it can be demonstrated. Once the desired new behavior has been exhibited and reinforced in a supportive group, the likelihood the behavior will be generalized outside the group is greatly increased.

Why Does the NCTI Approach Work?
Differences in the Approach of NCTI from Other Approaches to Changing Criminal or Deviant Behavior

The main difference between the approach used by NCTI and other "corrective" programs is summarized in this statement: Information, in and of itself, does not change behavior. It is a common misconception, particularly among teachers, that once a person has been told something, that the information that has been delivered will cause a change in behavior. This is not the case. In order for any information to cause a change in behavior, several conditions must be met. Among them are the following:

1. The individual must see a personal need for the change.

2. There must be an emotional or feeling-level involvement to enhance the awareness of the personal need to change.

3. There must be a consideration of the skills or behavior that must be exhibited in order to change. A person can see a need to change, want to change, but not have the skills necessary to execute the new behavior.

4. There must be a consideration of the previous behavior and a resolution of what caused the undesirable behavior. If a person tries to change, but has a nagging force that is resisting the change, it is very difficult to change. If the nagging force can be minimized, the change can be facilitated.

5. It is not enough to tell a person what not to do. The absence of a behavior creates a void that must be filled with other positive behaviors .

6. If it can be shown that a person is behaving contrary to his own beliefs, desires or best interest, he is more inclined to recognize and accept the need to change.

7. When a person perceives that someone who cares for him is trying to help him change, he is more disposed to consider a change.

These items are included in all of the NCTI programs. Mechanisms have been developed that help people "see" their need to change, to commit to the change, to develop the skills to change, and to avoid the behavior that could interfere with the change. The classes are taught or facilitated by people who really do care about class members and want to see them succeed and achieve their purposes.

One of the areas in which NCTI programs are most successful is in reference to number 6, above. The programs help each person understand that values or beliefs and attitudes influence a person's behavior. When a person's values, attitudes and behavior are in line or consistent, he has harmony in his life. If, however, a person is behaving contrary to his values or beliefs, then there is an inconsistency or disharmony in his life. By quantifying these concepts, and seeing the inconsistency in their life, people make a commitment to begin the change process.

Another mistaken belief is that it takes long periods of time for a person to change his behavior. NCTI has shown that once a person becomes aware of the need to change, commits to change, and learns

the skills necessary to affect the new behavior, that change can happen very quickly. There are, of course, some behaviors that are harder than others to extinguish, and there are some new skills that are difficult for some people to acquire. But even complex behavior changes can take place in weeks, rather than long months or years.

One of the reasons that behavior can change quickly is the model that NCTI uses. There are three basic approaches to corrective change: (l) the Medical Model - there is something wrong with the organism and it must be fixed; (2) the Psychiatric Model - there is something wrong with his head or his thinking and it must be treated; and, (3) the Educational Model - he is not exhibiting appropriate behavior and he must learn to behave differently. Using the Educational Model, it is easy to see that the person does not need long, psychological treatment sessions or pills and medicine to repair his insides. What most people need is to be shown a better way and given the skills to behave in accordance with the better way. Then change will occur.

It is also hard to change alone. NCTI has found that working in groups is a more effective format for change. People can see others changing, they can see successes that motivate them, they can draw

reinforcement, and they can celebrate their success with others. Changing behavior, or doing any other difficult behavior, is easier when done with others than when done alone.

One last component of the NCTI approach focuses on the center of the change, whether it is an internally or an externally motivated change. To issue threats and tell a person of the adverse consequences of a certain behavior is an example of motivating extrinsic change. To help a person see the personal benefit of a change, and then have him change because of his own vision that a new behavior would be more beneficial to him, is an example of intrinsic change. Intrinsic change is more effective and much more long-lasting.

These are the reasons that NCTI programs change behavior — they attend to all the factors that contribute toward effective change. Other programs that threaten, moralize, lecture, have no skill practice, think they must take years, do not really care whether the people in class change or not, pay no attention to personal values and beliefs, and ignore other components of behavior change, are just not able to affect the change in a person's life that can be affected when all these items are at the heart of the program.

Research-Verified Techniques to Change Behavior Used by NCTI

1. A subtle, back door approach to confrontation; one that stresses development of insight and avoids hostile conflicts.

2. Use of the funnel approach to focus attention on the material. Sequence of the presentation follows this format for each concept: (1) knowledge, (2) self-assessment, (3) commit to change, (4) plan.

3. Use of group dynamics to promote the active participation of every person involved in the class.

4. Use of a variety of activities and techniques so that participants do not become bored with any one technique.

5. The use of specific techniques to evoke a variety of emotions; use of the emotions and feelings in the discussion.

6. The in-depth focus on values as they relate to knowledge, information, attitudes and behavior.

7. The use of an upbeat, positive approach; one offenders see as beneficial, rather than punitive.

8. Teaching cause and effect as a force in one's life.

9. The use of persistent techniques that do not let people off the hook in terms of personal responsibility for their actions.

10. The use of a definite structure that has proven results.

11. The personalization of all learning. All concepts are made to be relevant for each individual.

12. The use of small, incremental steps to promote behavior change.

13. The creation of group support by group members for each other; the idea of teaching care and concern for others; the idea of teaching sensitivity and feelings.

14. The material is structured to allow the development of trust between the facilitator and the participants.

15. The use of and development of intrinsic learning techniques.

Funnel Approach

GENERAL

General Information

Relate Content to Individuals

Determine Why Concept is Important

Self-Assessment

Reach the Feeling Level

Skill-Acquisition Steps

Practice

Planning & Commitments

Application

Report
Progress
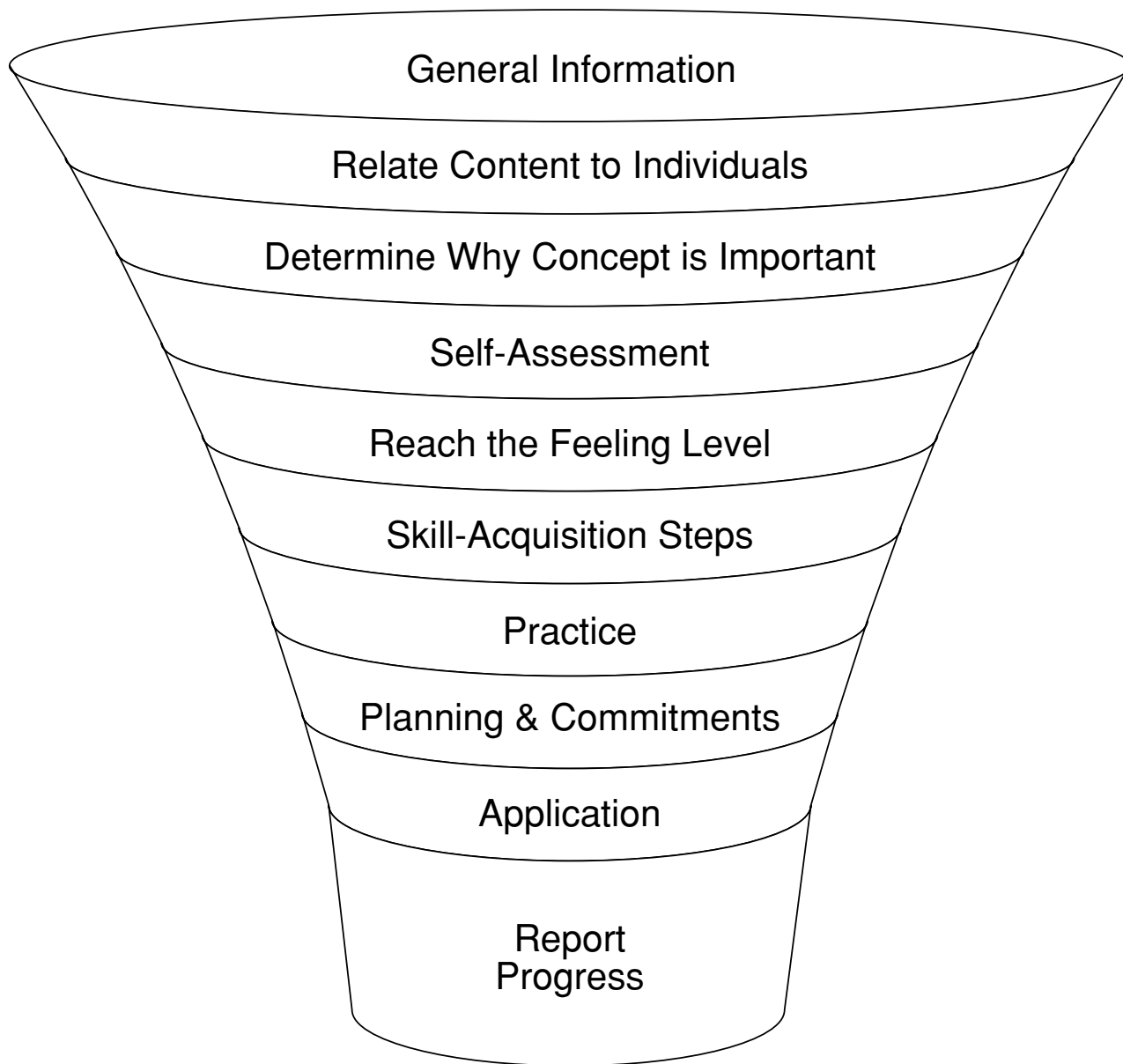
SPECIFIC

VALUES
ATTITUDES
BEHAVIORS

Values/Attitude/Behavior
The NCTI Behavior Change Format

This model is called the Values Discrepancy Model for Behavior Change. The point is to show inconsistencies between one's values and behavior.

Here is a questioning sequence that makes maximum use of the funnel sequence and generates maximum commitment.

What are values? (*Ask until people say "beliefs."*)

What are some things that you all believe in? (*They name them. Suggest other positive things if enough aren't suggested.*)

Are these values positive or negative? (*+*)

People also have negative beliefs, or believe in things that most people think are negative. What are some of those negative kinds of things? (*They list items. Some suggestions if it runs short: greed, selfishness, "It's okay to kill, steal, harm people," "If it's not nailed down it belongs to me."*)

Now think about YOUR values. On the VAB chart there is a 1-10 scale at the top. Think about the number that best corresponds to your values. If you have positive values, and understand the difference between right and wrong, you would mark in the 8, 9 or 10 area. If you have negative or criminal beliefs, and feel it is okay to rob, steal and hurt people, then you would mark 1, 2 or 3. If you beliefs are somewhere in between, mark the appropriate number. Remember, this does not have anything to do with your actions — it is just talking about what you believe, so circle the number across the top that describes your values.

What did you put? Let's start with _____; what number did you put? (*Proceed around the circle with everyone telling their number. If all the numbers are high, proceed. If some are low, ask the person why he is a 4 or 5 or whatever. Make sure they haven't confused actions with beliefs. You could ask the others in the group if _____ looks like he is a 4. Get some discussion. See if there is any way to get the low people to raise their numbers. "Are you sure you are a 4?"*)

Now you each have selected a number. What would it take to help you move your values number up by one point? What could you believe in or what behavior could you change that would move your number up one point? (*Have about one-third to one-half of the group respond.*)

Now, the next component is attitude. What is attitude? (*Get answers until they talk about "feelings."*)

Which are more permanent, values or attitudes? (*Values*)

What kinds of things contribute to you having a bad attitude on a certain day? (*Flat tire, arguments, getting arrested or getting a ticket, getting fired, etc.*)

What kinds of nice things contribute to us having a good attitude?

The next item is behavior. What is behavior? (*What we do; actions.*)

Notice that there is a 1-10 scale under behavior. This indicates that behavior can run from very bad to very good. Let's start with the bad or negative end. What would be an example of the worst kind of criminal behavior that a person could do? (*Answers.*) Those would be rated 1. Now what would be some criminal behaviors that would be a 2? How about 3? 4? 5? Anything that is criminal has to be 5 or less, so what is the least serious criminal charge that someone could get? (*Maybe "criminal trespassing" where someone was jogging and cut across someone's property.*)

Now we get into violations and other things that are wrong, but not criminal offenses. Where would you rank doing 90 mph in a 55 mph zone? 40 in a school zone? Parking in the tow-away or handicapped zone at the airport? Having an expired parking meter? Taking a pen home from your work? Telling a little lie on your income tax?

Then there is a 10, not Bo Derrick, but the one who does not do anything wrong. Can you think of any?

Okay, now think about the thing you did wrong or thing you are charged with that got you into this class. Where would you rank it? Remember, once it is a criminal offense, it would fall between 1 and 5. (*Everyone tells their number.*)

Do you all agree with all the ratings that were given? (*Get some discussion going. If someone thinks his serious crime is a 5, ask the group about it. If one person rates his DWI as a 2, and another rates his as a 5, ask them to discuss why. How can it be so different? The point is to get this behavior score as low as they will rate it.*)

Now draw a line to connect the values circle at the top with the behavior circle at the bottom. Is your line straight up and down or is it slanted? (*Slanted*)

What would it mean if the line were straight up and

down? If you were a 9 - 9, or an 8 - 8? (*That behaviors were in line with beliefs.*)

What does it mean when your line is slanted? (*Not behaving like you believe.*)

What happens in a person's life or what does one feel like when he behaves differently than what he thinks he should? (*Guilt, stress, physical problems can result.*)

Would you rather have your life in harmony, or would you prefer to have the stress and guilty feelings of doing things you don't believe in?

There are two ways to put your life in order and have your line go straight up and down. One is to move your values down so you could start believing like you are behaving. The other way is to change your behavior and move it up to be equal with what you believe. Which do you want to do? (*Be sure you use the word "want." Person says, "I want to change my behavior." Have everyone respond.*)

You all seem to want to change your behavior. How do you do that? (*Stop doing things wrong, etc.*)

For example, _____, you were sent here for shoplifting. How would you rate your shoplifting behavior in the last week? (*Or some other period of time. If he has done it, it is 1; if he hasn't, it is 10. There is nothing in between. When the person says 10, you can say: "See, you are now perfect on that behavior. All you have to do is continue to behave the way you have been behaving."*)

This whole program (*8, 12, 20 or 50 hour program*) is intended to help you do what you want to do; to get your behavior in line with your values and beliefs.

052703

VALUES											
(–)	1	2	3	4	5	6	7	8	9	10	(+)

V

A

B

Values
Attitude
Behavior

(–)	1	2	3	4	5	6	7	8	9	10	(+)
				BEHAVIOR							

True Love — A Dilemma

Objectives: To assist participants in examining and identifying their own values; and to permit participants to explore values other than their own.

Procedure: Read the story TRUE LOVE—A DILEMMA to the class. Have the participants rank the characters in the story from 1 to 4, in terms of who exhibited the best or highest values (1) to the least or worst values (4). Poll the participants and tally the number for each character by identifying whether participants thought one character exhibited the best values or the worst values. As you poll the participants lead a discussion that examines the reasons individual participants felt the characters demonstrated the best and worst values.

Once upon a time, there was a girl named MURF who lived on the west bank of a river. Her boyfriend, ZAK, lived on the opposite side of the river. The river was full of alligators, crocodiles, snapping turtles, and piranhas. It was simply not safe to swim or wade in the river.

MURF and ZAK were very much in love and wanted to see each other. Despite the fact that they'd never been closer than the distance between MURF's side of the river and ZAK's side of the river, the romance flourished. Every morning MURF would go to the bank on her side of the river and call to ZAK, "I love you, love you, love you." ZAK would go to the bank on his side of the river and respond to MURF with, "I love you, love you, love you MURF."

Calling out to each other this way went on and on for days and weeks and months. One morning, MURF went to her riverbank and called her usual greeting to ZAK and he responded, "If you really love me so much, get over to my side of the river."

MURF was in a serious dilemma. She could not ford or swim the river without being eaten by the alligators, crocodiles and/or piranhas. She had no boat in which to cross the river. She thought and thought about a solution and decided to find someone with a boat that could safely take her to the opposite side of the river.

MURF searched high and low for someone to resolve her dilemma. She walked up and down her side of the river and finally met YAK. YAK owned a boat. MURF explained her dilemma to YAK. YAK considered her request and agreed to ferry MURF to the opposite side of the river if she would spend the night with YAK. MURF thought about her options and agreed to YAK's terms.

True to YAK's word, YAK ferried MURF to the opposite side of the river the next morning. MURF was ecstatic.

She ran up the riverbank calling to ZAK. As can be imagined, ZAK and MURF ran to each other and embraced joyfully.

After they had spent some time getting to know each other, MURF explained to ZAK how she managed to cross the river safely. She described the terms she had to agree to get YAK to ferry her across the river, including the evening she and YAK spent together. ZAK's response was quite unexpected. He told MURF to go away. Spending the night with YAK was unacceptable to him.

MURF walked off crying and distressed. She had not walked too far when she bumped into ZUG. He asked MURF, "Why are you crying little lady? Has someone hurt you?" MURF explained her situation to ZUG. ZUG told MURF to come with him and together they went back to ZAK's place and ZUG beat ZAK to a pulp.

THE END

SELF-IMAGE
& POTENTIAL

An Increase in Self-Image Results in an Increase in Learning Potential

BUILDING SELF-IMAGE

ENCOURAGEMENT · CONFIDENCE · EFFORT · ACCOMPLISHMENT · SUCCESS · SATISFACTION

Take the Hand of Another at the Risk of Your Own Popularity

Robert L. Backman

Fern attended high school in a small town. She was one of those nice but unnoticed girls who does not become much more than a face on a yearbook page and a name on the roles. Her family was poor, and they lived out of town. She was not part of the "in crowd," and the only time her name came up in a conversation among other students was in that mocking sarcastic way that seems funny when you are young, insecure, and need to ridicule someone else to take the pressure off yourself. Her name became synonymous with anything dumb or out of style. If a thing was unacceptable or ridiculous, the students called it "Ferny."

Young people can be so cruel.

It was an annual tradition in the school to recognize the student who showed the most school spirit and support for the athletic teams. When the assembly came to honor that student, as expected, they called out the name of one of the more popular girls in school, a bubbly, bouncy cheerleader named Suzy. She jumped to her feet and ran down, waving to all her friends. But then a miracle happened. As she took the stage, she said, "Thank you so very much for this wonderful honor, but I can't accept. Yes, I have loved the teams and cheered for them at every game. But Fern has come to every game, too. I came in a nice, warm car surrounded by my happy friends. She came alone and walked all the way — two and a half miles — sometimes in the rain and snow. She had to sit by herself, but I don't know anyone who cheered with as much spirit as Fern. I would like to nominate Fern as the most enthusiastic student in the school."

After a short silence, there was a spontaneous wave of clapping and cheering and Fern was escorted to the stage in the midst of a standing ovation. The applause continued for a full minute, and almost every eye filled with tears that reflected the tenderness they were experiencing.

Youth can be so kind.

Fern is a mature woman today, her hair streaked with gray. Many things have happened to shape her life, but nothing more important than that outburst of acceptance and appreciation from her peers on that memorable day. And there are mature men and women today who cannot remember how many games their teams won or lost that year, but who have never forgotten the warm feeling they had when they stood up and cheered for Fern and welcomed her into their friendship and society.

How desperately we need that kind of caring in our world today.

GROUP
FACILITATION

Group Guidelines

1. Size - A workable group size is 16-20 participants

2. Group makeup - Having participants that have in common the same offense helps the group focus.

3. The room - The environment can help hinder the movement of the group. Too large a room and you lose control, too small and it hinders the interaction.

4. You set the tempo up beat or low energy. Stand as little as possible; you become the authority when you stand and you want the information to come from the group participants not from you.

5. The workbook is a guide to help you get where you started out to reach. The facilitator guide is written to help you if you go brain dead. Explain how it is set up.

6. Activities where and when to use. How to determine an appropriate activity.

Items to Think About

1. The Pace

2. Your Posture in the Chair

3. Your Eye Contact

4. Talking Too Much

5. Answering Your Own Questions

6. Lecturing Instead of Asking Questions

7. Ensuring Every Person is Involved

8. Having a Good Time; Enjoying the Session and Each Other

9. Staying in a Funnel

10. Working on Skills; Doing Things; Role Playing; Practicing

11. Not Calling on People; Pointing to People; "Running" the Group

Techniques for Facilitating Groups

1. Role Play

2. Pairing, Grouping

3. Guided Visualization

4. Opening Windows

5. Plans, Goals, Commitments

6. Stress and Relaxation

7. Develop Trust and Rapport

8. Confronting

9. Persuasion

10. Active Listening

11. Building Self-Esteem

12. Getting Participants to Facilitate the Groups

13. Using Values - VAB

14. Use of Problem Solving; Creative Thinking

15. Use of Funnel

16. Effective Closure

17. Pacing

18. Communication Skills

19. Warm-ups; Energizers

Techniques to Use
When Conducting Groups

1. In order for members of a group to feel comfortable with each other, they need to know each other, mingle with each other and talk to each other.

2. Make sure everyone knows everyone else's name and uses it.

3. Let people see that it can be fun in a group; allow the group to have a good time.

4. Make sure every person participates in the group process during every session.

5. Sit as part of the group; seat the group in a circle, or as close to a closed circle as possible.

6. Offer unconditional caring or regard.

7. Treat each member of the group with respect and dignity.

8. Don't use a lot of self-references; don't expect self-indulgences; don't expect to get YOUR needs met.

9. Don't reject a person or a person's ideas.

10. Have personal one-to-one experiences with group members during the session.

11. Have small group experiences during the session; break into small groups of two, three or four members.

12. Have a definite purpose for the group.

13. Know where you want the group to go, and help them feel like they are going there by themselves.

14. Vary the speed with which the group moves, depending on its needs, the topic, and their level of understanding.

15. Ask open-ended questions.

16. When you ask a question, expect an answer.

17. Get the group to answer their own questions.

18. Do not use authoritarian statements. Instead, refer questions and difficulties back to the group for possible solutions.

052703

19. Use the group to confront lying, exaggeration and defensiveness.

20. Use the group to support members, encourage them and help them.

21. Don't be afraid of silence; use it to your advantage, but make sure the silence is not because you don't know what to do.

22. Spend lots of time listening.

23. Refrain from positive evaluations or reinforcements of people's opinions and ideas.

24. Do provide positive feedback on group workings or a person's contribution to a group process.

25. When a good sequence or good situation occurs, call attention to it. Ask how group members feel or think about it; ask what they learned from the process that could be applied to another situation.

26. Promote person-to-person interaction among group members; try to avoid having the interaction go through you. By avoiding direct and/or continuous eye contact with everyone in the group who speaks, you can further promote interaction among the group members.

27. Work to reach the "feeling" level of an issue.

28. You have to be sure that the group is in reasonable control, but don't let individuals dominate the group. If someone is misbehaving or talking too much, take them aside, talk to them, or have them be a co-facilitator. If it persists, warn them that they will not be able to participate in the group. You cannot lose a whole group because of one person.

29. Don't be too naive. Don't believe everything you hear. Don't be afraid to confront possible untruths. However, try to have the group do it instead of you.

30. Do not judge people in the class. Explain the concept that no one should be disliked, only their negative actions. Accept people for what they are and what they are trying to do with what they have.

Different Kinds of Questions

1. Open questions

   Closed questions

   Information Gathering questions

   Challenging questions

2. Question Hierarchy
   a. Knowledge, Recall
   b. Interpretation
   c. Application
   d. Analysis
   e. Synthesis
   f. Evaluation

3. Factual

   Emotional/Attitudinal

Techniques for Teaching and Training

1. The Funnel Concept

   a. Are workbooks a guide or a script?

   b. How do you lead people to the answers they should give?

   c. What kinds of questions are best?

2. Using the Group Dynamics

   a. How do you use small groups and pairs to promote interaction?

   b. How do you help the group to answer its questions?

   c. How do you encourage person-to-person interaction?

   d. How should you use reinforcement in a group?

3. The Use of Feelings and Emotion

   a. Why are they needed for behavior change?

   b. How do you know when to press and when to let up?

   c. How do you handle crying, sobbing, whimpering and other sadnesses?

   d. What do you feel about sympathy, empathy, "I know how you feel" statements?

   e. What lingers the longest after a person has taken a class?

Four Items to Consider
When Preparing People to Learn

1. **Their Self-Concept**

   How do you make them feel?

   "If you treat an individual as he is, he will stay as he is. But if you treat him as if he were what he ought to be, he will become what he ought to be and could be."
   — GOETHE

2. **Their Previous or Accumulated Experience**

   Where is this learning filed when compared to other experiences?

   How experienced is the person?

   How knowledgeable?

3. **Readiness to Learn**

   What is the attitude or receptiveness?

   What are the obstructions?

4. **Time Perspective**

   Is this training or learning worth the time?

   Is the time investment appropriate to the expected learning?

Remember:

- Learners have different learning styles

- There are three kinds of training or learning:

  a. Knowledge
  b. Skills
  c. Attitude

- Training must be related to the expected performance desired of the learners

Consensus Decision Making

Consensus is one style of decision-making. In most cases, consensus does the best job of:

1. Allowing the best use of available resources.

2. Enabling both "task" and "maintenance" needs to be met.

3. Helping resolve conflict.

4. Decreasing the feelings of a "win/lose" situation.

5. Allowing everyone to be heard.

6. Assuring commitment in implementing a final decision.

Guidelines for consensus decision-making:

1. Avoid arguing for your personal position.

2. Do not assume that someone must win and someone must lose.

3. Do not change your mind just to avoid conflict or reach agreement.

4. Avoid conflict-reducing techniques such as majority-votes, averages, polling, bargaining or trading.

5. Be honest about your feelings.

6. Remember that differences of opinion are natural, expected, and are to be dealt with openly.

Facilitator/Assistant Facilitator Checklist

Use this list to grade yourself after each group. Remember, no two groups will be the same. Score as follows:

	Yes		Somewhat		No
	5	4	3	2	1

_____ Did you get ample sleep and was your energy level up?

_____ Did you arrive early for the group and were you relaxed?

_____ Did your opening statements ease tension and relax group members?

_____ Did you first establish an atmosphere of trust and acceptance?

_____ Did you use group members' first names by the first break?

_____ Did you let the group do most of the work, yet maintain control?

_____ Did you listen and refrain from talking too much?

_____ Did you get your group members to talk with each other?

_____ Did you get them to act as a group versus individuals?

_____ Did your group maintain a good energy level throughout the day?

_____ Did you maintain a sense of humor and help the group have a good time?

_____ Did you break into small groups and were they effective?

_____ Did you role play at least once and use other visual aids?

_____ Did you use your group to confront lying, exaggeration and anger?

_____ Did you praise group members for their answers and participation?

_____ Did you mentally separate people from their actions?

_____ Did you focus, avoid rambling and get closure for each concept?

_____ Did your group properly fill out evaluations and other forms?

_____ Did you have each group member verbally evaluate the class?

_____ Did you have an effective group?

_____ TOTAL Score. Rate yourself on the scale below.

100————————90————————80————————70————————60————————————
Excellent   Good   Poor   Unacceptable

Training Concepts
from Crossroads – Lesson 1

1. What clever ways are there to handle agreements, introductions and objections?

   _____
   _____
   _____

2. What is the purpose for the financial information about "how much the experi-

   ence has cost?" _____
   _____
   _____

3. What is the central, important concept in the "Environment" section? _____

   _____
   _____

4. How do you maximize the benefits of the VAB chart? _____

   _____
   _____

5. Why is "Who is a Criminal" important? _____

   _____
   _____

6. How do you get the most out of the "Self-Improvement" section? _____

   _____
   _____

7. How do you maximize the "Goals" section? _____

   _____
   _____
   _____

What Would You Do If ...?

1. Someone starts to cry while describing their situation? _____
   _____
   _____

2. Someone admits they used drugs last week? _____
   _____
   _____

3. Two people sit and sulk together; they don't say anything? _____
   _____
   _____

4. A person gets very angry, hostile, and starts swearing? _____
   _____
   _____

5. A person in the group can't read? _____
   _____
   _____

6. The group, as a whole, will not admit that there is anything wrong with a specific illegal behavior (such as stealing)? _____
   _____
   _____

7. The people in the group do not answer your questions? _____
   _____
   _____

8. A person runs out of class saying he can't stand it any more? _____
   _____
   _____

Facilitator Quiz

1. Groups should remain sober to maintain the proper atmosphere.

2. A reasonable goal for group participation is 75%.

3. The only acceptable seating arrangement is a closed circle.

4. A facilitator should treat people nicely, but in a way that clearly demonstrates who is in charge.

5. The best way to explain or elaborate a point is through a personal reference.

6. The facilitator should not reject a participant's ideas.

7. The best facilitators are those who are having problems of their own, because they can be more empathetic.

8. A definite group structure discourages creative interaction.

9. The best small grouping is a triad.

10. Open-ended questions generate more interaction.

11. A good facilitator will answer most of the groups questions.

12. A facilitator's opinion encourages interaction.

13. Silence in a group is devastating.

14. Facilitators should not praise people's ideas.

15. Facilitators should not praise contributions to group process.

16. Information is the most important aspect of behavior change.

17. The facilitator must repress an individual who is dominating the group.

18. All group members are basically good.

19. Everyone in the group should be able to call every other group member by name.

20. Avoid the use of rules that are too binding.

21. Why would a facilitator, who is usually evaluated very highly, receive low marks in the area called "good knowledge of subject matter"?

22. What is the typical interaction pattern of a group that will always occur unless steps are taken to prevent it? What pattern is preferable?

23. Is the workbook a guide or a script?

24. What are windows? How are they opened?

25. What are the four main components of a group?

26. What is the most important part of the group process?

27. How does cognitive dissonance work?

GOAL SETTING

A Goal Setting Sheet

1. Write down one specific goal. _____

   _____

   _____

2. Will you share your goal with someone? _____ Who? _____

   _____

3. What reward will you give yourself when you are successful? _____

   _____

   _____

   _____

4. How long will you work on your goal? _____

   _____

   _____

5. To do this goal, I will take these steps in order:

   First: _____

   Second: _____

   Third: _____

   Fourth: _____

   Fifth: _____

6. What benefits will you receive from fulfilling your goal?

   a. _____

   b. _____

   c. _____

   d. _____

Goal Affirmations and Images

Goals, to be achieved, must be constantly reinforced by affirmations and self-images. In the space below write down at least one affirmation and one characteristic of self-image you could use to strengthen your inner resources and determination to bring your goals into reality.

CAREER

My affirmation _____

_____

_____

My self-image _____

_____

_____

FINANCIAL

My affirmation _____

_____

_____

My self-image _____

_____

_____

SPIRITUAL

My affirmation _____

_____

_____

My self-image _____

_____

_____

PHYSICAL

My affirmation _____

_____

_____

My self-image _____

_____

_____

MENTAL

My affirmation _____

_____

_____

My self-image _____

_____

_____

FAMILY AND SOCIAL

My affirmation _____

_____

_____

My self-image _____

_____

_____

Goal Planning

In order for your self-image and purposes in life to be fulfilled, you must set goals for each compartment of your life. You cannot separate family goals from work goals any more than you can separate physical goals from mental goals. They are a part of each other, interrelated. By making goals and plans for each of the following, you will be developing the "whole person" and living a life of purpose and meaning.

CAREER

My long range goal for my career (5 years from now): *Express ambitions, dreams, hopes - let your mind soar a little!* _____

_____

_____

_____

I will express my purpose in life in my career in this way: _____

_____

_____

_____

My plan for achieving: _____

_____

_____

_____

My short range goal (1 year from now): _____

_____

_____

_____

What I will do each working day to achieve: (Must be specific action)

_____

_____

_____

052703

FINANCIAL

I will retire at: _____

My financial worth will be: _____

_____

My financial goals 5 years from now: _____

_____

_____

_____

My plan for achieving this: _____

_____

_____

_____

My financial goal one year from now: _____

_____

_____

_____

I will do this every day to help achieve my financial objectives: _____

_____

_____

_____

My purpose in life will be connected to my financial status in this way: _____

_____

_____

_____

SPIRITUAL

My long range spiritual goals are (5 years from now): _____

_____

_____

_____

My purpose in life will find expression in my spiritual goals in this way: _____

_____

_____

_____

My short range spiritual goals are (1 year from now): _____

_____

_____

_____

PHYSICAL

My long range physical goals (5 years from now): _____

_____

_____

_____

My short range physical goals (1 year from now): _____

_____

_____

_____

This is what I will do every day to achieve my physical goals: _____

_____

_____

_____

MENTAL

These are my long range mental goals (knowledge, attitudes, self-improvement, cultural 5 years from now): _____

_____

_____

_____

In order to achieve my career, financial and spiritual goals, I must develop myself mentally in these ways:

_____

_____

_____

I will do this each day to improve myself mentally to reach the goals above: _____

_____

_____

_____

FAMILY AND SOCIAL

My long range family-social goals are these: (May include education of family, role in family, or if no family, the relationship to others, expansion of friends, etc.) _____

_____

_____

_____

I will be fulfilling my purpose in life in this way: _____

_____

_____

_____

What I must do to achieve these long range goals: _____

_____

_____

_____

CROSSROADS
PROGRAM INFORMATION

Crossroads Implementation
Topics and Questions of Interest and Concern

1. Communications – Who needs to know about the program?

   How do you tell those who will participate in the groups?

2. Scheduling into the classes – How?

3. Space arrangements – Where to teach?

4. Reporting – How to do it?

   What to include?

   What about regular reports?

5. How to handle other kinds of needs?

   Travel permits? Special requests? Moves? Special problems?

6. Who should attend the groups?

   Who should not?

   How is it determined?

   How do you mix and match people (offenses, sexes, age, seriousness)?

7. What about people who miss sessions?

   Those who drop out?

8. How are people added to ongoing groups?

   Can they be added?

9. How are people assigned to those who are responsible for them?

10. How do you handle complaints?

11. What other concerns are there?

Trends and Directions for Criminal and Juvenile Justice

1. A changing state structure will require personal and agency flexibility and the ability to accommodate change.

2. The need for a solution-oriented approach that will work to change offenders and reduce recidivism, rather than just monitoring or warehousing as an administrative operation. Recidivism rates from state facilities demonstrate that more needs to be done to solve basic problems before release.

3. A continued and expanded emphasis on localization of corrections, which implies that counties will need to treat, correct, educate or work with offenders, rather than sending them off to a state facility.

4. An emphasis on a balanced approach to probation and corrections which includes accountability, community protection and competency development on the part of offenders.

5. An emphasis on providing more skills to more offenders by dealing more with groups of offenders rather than, or in addition to, on-to-one visits.

6. More attention to solving the factors that cause or contribute to criminal behavior, and a need to deal with contributing factors that are specific to an individual or his behavior pattern.

7. A need to improve the setting or circumstances of offenders so that those who improve under some type of intervention program do not return to the same negative environment that fostered or promoted criminal behavior.

8. A need to select programs and operational procedures based on research data, rather than subjective criteria.

9. The realization that decisions must be more integrity-based, or based on what really "should" be done, instead of being based only on immediate, situational needs.

10. The need to deal with offenders who have serious, contagious diseases, while preventing the spread of those diseases to other offenders. Resources need to be generated to provide the relatively expensive care required by infected offenders.

11. The need to handle a changing type of offender on probation: one who is more difficult or "hard-core." Because of overcrowding, larger numbers of more serious offenders are either still on the street or are being referred to non-incarceration programs.

12. An emphasis on prevention of criminal behavior, and not just dealing with offenders after the fact. This involves backing up the point of intervention to a time before criminal behavior takes over, and then teaching people to skills to avoid criminal activity.

13. Since somewhere between 60-80% of criminal activity is committed by people who have been using drugs or alcohol, there will continue to be a search for means to curb drug use, to prevent its initial use, and to assist users to reduce drug-related criminal activity.

A Model Concept for Juvenile Justice

The following are components of a comprehensive or ideal model to provide fair justice to juvenile offenders: protection of the community, prevention of initial problems, appropriate training to prevent or reduce recidivism, and a range of sanctions to match the range of criminal behavior.

I. **MISSION STATEMENT**: What is the mission, purpose or goal of a department or agency in terms of its interaction with juveniles?

    Example: It is the mission of the _____ Department to provide fair and just sanctions to juvenile offenders, to protect the community from the criminal actions of these offenders, and to hold offenders responsible for their actions and accountable for the consequences of those actions. Training should be provided which will enable offenders to competently resist crime after they leave the department, and to be more productive citizens than they were when they entered the system.

    Proposal: Each department or agency should write a mission statement and compare it to the job that is being done. Discrepancies should be determined, and plans should be made to correct anything that is not at the level that it should be.

II. **PREVENTION**: What is being done, promoted or encouraged to dissuade youth from ever dropping out of school, using drugs, or committing criminal behavior?

    Proposal: Actively work with school districts to see that programs are in place to train at-risk students, and to actively work with drug users and potential drug users. These programs should teach students, at an early age, how to solve the seven school problems that could prevent them from dropping out of school or from committing criminal activity.

III. **DIVERSION FOR MINOR OFFENDERS**: What is done for first-time, minor offenders that holds them and their parents accountable for their actions? What is done to teach these offenders the skills to avoid subsequent illegal behavior, without burdening prosecutors, courts or probation departments with an unnecessary and costly involvement?

    Proposal: Work with the police, sheriff, juvenile court and juvenile prosecutors to establish a first-time minor offender division program. Representatives from referring agencies meet to set referral criteria, and to establish the computer-based referral and monitoring system

This computer-based system accepts referrals from multiple agencies within one jurisdiction, it checks to see if the person has ever had a previous offense with another agency, and it also verifies other qualifying criteria. The system assigns the youth to a training class that teaches principles and skills which will allow the youth to avoid repeat behavior. The monitoring system also provides reports to every agency involved on all aspects of the program, and it monitors any subsequent conditions until the youth is terminated from the program.

The youth, and/or the youth's family, pays the diversion and class fees. In return for adherence to these pre-arranged and pre-approved conditions, charges are dropped, and the juvenile has no record. Also, police, prosecutors, courts and possibly the probation departments have saved time and money. Youth diverted in this way, when they meet specific criteria, and when they attend an appropriate behavior change class, are less likely to be re-arrested than those who are charged, prosecuted and punished.

IV. **A CONTINUUM OF OPTIONS** for more serious offenders or repeaters who are guilty of their offenses but will not be assigned to probation or incarceration: Are there a number of options, based on the assessed needs of the youth, that will provide punishment, furnish a necessary corrective training class, and require appropriate accountability?

Proposal: Once a youth pleads guilty, or is found guilty of a misdemeanor or minor offense, but the situation is not yet serious enough to burden probation, the court can assign him to any of five different programs that would tailor the specific corrective training to his individual need. The court could also assign other restitution, or community service conditions, that could be monitored by the computer used in the diversion program. The program could also coordinate with school personnel to verify that academic assignments are fulfilled. These programs, like the classes in Level III, are paid for by the referred youth or their families. The courts are provided with reports which account for everything that is assigned to the youth.

V. **A WIDE VARIETY OF PROBATION OPTIONS** to satisfy all aspects of the Balanced Approach: Are the services available through juvenile probation protecting the community, providing opportunities for accountability and restitution, and requiring the training that will enhance competency development? Are there opportunities to improve or to modify a negative environment? Are there options to help parents work more effectively with their children?

Proposal: Once a youth is assigned to probation, an assessment is conducted to determine needs, deficits, supervision level, risk potential, and special talents and abilities. The case, and all associated information, is entered into a computerized tracking or monitoring system. All conditions assigned by the court, or probation, are included. A plan is developed that will enable the youth to leave the system, at the end of probation, better off and more competent than when he entered.

The youth is assigned to a corrective training class, that meets once or twice per week, to develop needed skills and competencies. The class is taught by a juvenile probation officer. Court conditions, restitution acts, service hours and academic assignments are all scheduled on the computer monitoring system, and dates and time lines are set for each. If ISP is assigned, other conditions are added and monitored, which could include everything from drug tests, and more frequent classes, to daily contact, electronic monitoring or house arrest.

It is important that the improvement plan address all three areas of need: vocational training or preparation, academic training or work, and corrective training to enhance social, survival and growth skills. The work of the officer is not to just monitor progress, but to assure progress.

There is a program of after-school supervision for youth who need extra help, especially if they live in an exceptionally negative environment. Assigned youth report to a program facility immediately after school, and then remain there until at least 9:00 p.m. At "The Place," individualized plans are adhered to for each youth. Activities include the following:

(1) supervision of homework;
(2) tutorial learning, especially in reading and math;
(3) self-instructional tutorial;
(4) a hot, balanced meal for dinner;
(5) some recreation, exercise and entertainment;
(6) some vocational orientation or training;
(7) and corrective training classes for skills development

All activities are monitored by the computer tracking system. Probation officers are provided with daily reports listing everything each youth is to do that day. The reports include everything each youth should have done previously, but did not.

Several sentencing alternatives are available that explore every possible option to help the youth, and the family of the youth, to solve their problems locally, without having to send the youth away.

Classes and programs are available, or required, for parents that operate in conjunction with the classes for the youth. Parents and youth each receive assignments to work with the other to accomplish some task prior to the next meeting. Discussion is enhanced by requiring everyone to come to the meetings in the same car.

The key evaluation component for all the options is to assess how much more competent the youth is as he prepares to leave the program than he was when he first arrived. Assessments would measure all youth on a number of criteria as they entered the program; exit criteria would be based on improvement, skill acquisition, and progress.

VI. **INCARCERATION OPTIONS** follow the same basic approach as probation: Detention centers are places where the work to improve the juveniles can be concentrated and intensified. Is the intent of the institution to release the youth better prepared than when they entered? Are there programs available to meet the needs of young people in academic, vocational, social and daily living skills and in personal areas?

Proposal: Incarceration must be seen as a severe punishment, because the many variations in the previous five options must not have worked. Youth who are placed in detention centers need to realize that other options have been pursued, but there was no behavior change. As a result, incarceration is the only available option. However, any youth who is incarcerated in a juvenile facility, regardless of the crime, will one day be released and will again walk the streets. The philosophy, then, is expressed in the following way to those who enter the institution:

"Despite previous attempts to help you change your criminal behavior, you have persisted. In order to protect you and the community from your actions, and to punish you for these offenses, you are being locked up. We still believe, however, that you can decide to change your behavior and not repeat criminal activity. We are going to present educational programs, vocational programs and competency development programs for your self-improvement. You will be kept very busy; we will make every good faith effort to help you leave this place more prepared for life than when you entered. Your progress, rewards, punishments and privileges will all be dependent on you and your conduct. Make your stay a profitable growing experience."

The institution would then do well to follow these guidelines:

1. Conditions should be humane, comfortable and reasonable, but not plush or indulgent.

2. The atmosphere should be upbeat, positive, and encouraging; these feelings should be displayed from the administration and the maintenance staff, to the instructors and the clerical staff. There should be positive talk, positive walk and positive attitudes.

3. There should be attention to individual differences and divergent learning styles, and, to the extent possible, these differences should be assessed and accommodated to promote learning.

4. An educational program that attends to different learning styles, and is based on Individual Program Plans, should be the primary emphasis.

5. Vocational, social or daily living skills training should be part of every weekly schedule. Specifically, their learning should focus on the following values: interpersonal relations, stress management, dealing with peer pressure, planning, family living, male-female relationships, and other similar topics that are so crucial to survival on the outside.

6. Programs should be implemented that have research data to confirm that they work with the population at hand.

7. Physical fitness, conditioning, recreation, personal health, and personal body care should all be emphasized and encouraged as part of a balanced life.

8. Other resources should be available to provide specific assistance for assessed needs. Examples include: dietary requirements, drug/alcohol treatment, protection from contagious diseases, personal counseling and tutoring.

9. Opportunities should be available for youth to develop talents and to express themselves in non-academic ways. These electives could include drama, music (choir or band), art, sports, mechanics, etc. These opportunities should permit successful experiences.

10. The bottom line for any institution is to know that efforts and resources expended at this level, even if they are perceived to be proportionally high, will always be less expensive than dealing with recidivism.

This kind of a model offers the juvenile justice system a comprehensive, effective, cost efficient operation that is results-oriented; it is a plan that will substantially reduce the number one problem in the juvenile justice system: recidivism.

NCTI FACILITATOR CERTIFICATION FORM

National Curriculum and Training Institute
Facilitator Certification Sheet

_____
Name

_____
Agency/Title

_____
Address

_____
City/State/Zip

_____
Phone

INSTRUCTIONS: Each prospective facilitator must complete the basic training indicated under A. Enter practice hours under B. Maintain a record of all facilitation after training and practice under C. When the total number of hours (A+B+C) equals 60 or more, qualifications are met for facilitation. Sign and have supervisor sign and mail to: National Curriculum and Training Institute, P.O. Box 60905, Phoenix, Arizona 85082-0905.

		Location	Class	Date	# of People	Verification	Hours
A.	Training						
	Training						
B.	Practice						
	Practice						
C.	Facilitation						
	Facilitation						
	Facilitation						
	Facilitation						

TOTAL HOURS _____

I certify that _____ has completed the hours/classes listed above. I believe him/her to be qualified as a NCTI Facilitator.

_____
Date

_____
Supervisor

_____
Applicant